

**THE INFLUENCE OF USING SUBSTITUTION DRILLS TOWARD  
STUDENTS GRAMMAR MASTERY IN THE PRESENT CONTINUOUS  
TENSE AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF  
SMPN 01 JATI AGUNG IN THE ACADEMIC YEAR 2018/2019**

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for Examination

**By:**

**ESTI RAHAYU**

**NPM. 1411040054**

**Study Program : English Study Program**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG**

**2019**

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**Advisor : Prof. Dr. Idham Kholid, M.Ag**

**Co-Advisor : Agus Hidayat, M.Pd**

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**STATE ISLAMIC UNIVERSITY OF**

**RADEN INTAN LAMPUNG**

**2019**

## ABSTRACT

Grammar mastery is one important aspect that is owned by the students, especially in the present continuous tense. Student's grammar mastery in the present continuous tense at SMPN 1 Jati Agung is still low caused by the learning method that has been used. Therefore, this research investigates the influence of substitution drills as a technique in teaching present continuous tense. The purpose of this research is to find out whether there is an influence of the application of using substitutions drills towards students grammar ability in present continuous tense.

This research used quasy-experimental design in which the research subjects are the students of SMPN 1 Jati Agung. The sampling technique has been chosen randomly because the population is in a group and homogeneous. In this study, the data analyzed statistically with independent sample T-test to compare the mean of two different data from different group with the help of SPSS. The results showed the effect of the substitution drills method on students' grammar mastery in the present continuous tense. The research findings showed that there was a significant difference in the student's grammar mastery in the simple present tense before and after using single substitution drill technique. The average score in the pre-test was 42.65, in the post-test was 76.81. From the data analysis the result can be seen from sig. (2tailed) of the equal variance assumed = 0.00, and  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of the data analysis, the researcher concluded that, there is a significance influence of using substitutions drills towards students grammar mastery in the present continuous tense at the second semester of the eight grade of SMPN 1 Jati Agung in the academic year of 2018/2019.

**Key Words: Substitution drill, Present Continuous Tense, Grammar Mastery.**





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TENSE AT THE SECOND SEMESTER OF THE  
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SOUTH LAMPUNG IN THE ACADEMIC YEAR OF  
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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

*"Allah does not charge a soul except (within) its capacity. It will have (the consequence of) what (good) it has gained, and it will bear (the consequence of) what (evil) it has earned"*

(QS. Al-Baqarah : 286)



## **DEDICATION**

The researcher would like to dedicate this thesis to all beloved people:

1. Her beloved parents, Mr. Kasan Rohmat and Ms. Paini who have always prayed and supported for my success and advised her wisely.
2. Her beloved brothers, Amin Nuh and Anto Susilo for their love and pray.
3. Her almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

Estirahayu was born in Kotabumi on May 30<sup>th</sup>, 1997. She is the first child of three children of Mr. Kasan Rohmat and Ms. Paini. She has two brothers, their name are Amin Nuh and Anto Susilo.

She began her study at elementary school of SDN 04 Gapura in 2003 and graduating in 2008. Then, she continued her study at Mts Negeri 2 Lampung Utara in 2008. After graduating from Mts Negeri 2 Lampung Utara in 2011, she continued her study at MAN 1 Lampung Utara in 2011 and graduated in 2014. Furthermore, in 2014, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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In the name of Allah, the Beneficient, the Merciful. Praise and gratitude be to Allah for giving strength and guidance for the writer, so that this paper can be finished thoroughly. Peace and blessing be upon Prophet Muhammad SAW., his family, his relatives and his followers. This thesis is presented by the Faculty of Tarbiyah and Teacher's Training State Islamic University Raden Intan Lampung in partial fulfilment of the requirement for the degree of Strata 1 (S1) at the English Education Department. In the process of finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would like to express her special gratitude and thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
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Hopefully Allah always bless them, always healthy and may Allah grant all of they wishes. Thank you for giving me love and spirit.

Bandar Lampung, February 2019  
The Researcher,

**Estirahayu**  
**NPM. 1411040054**



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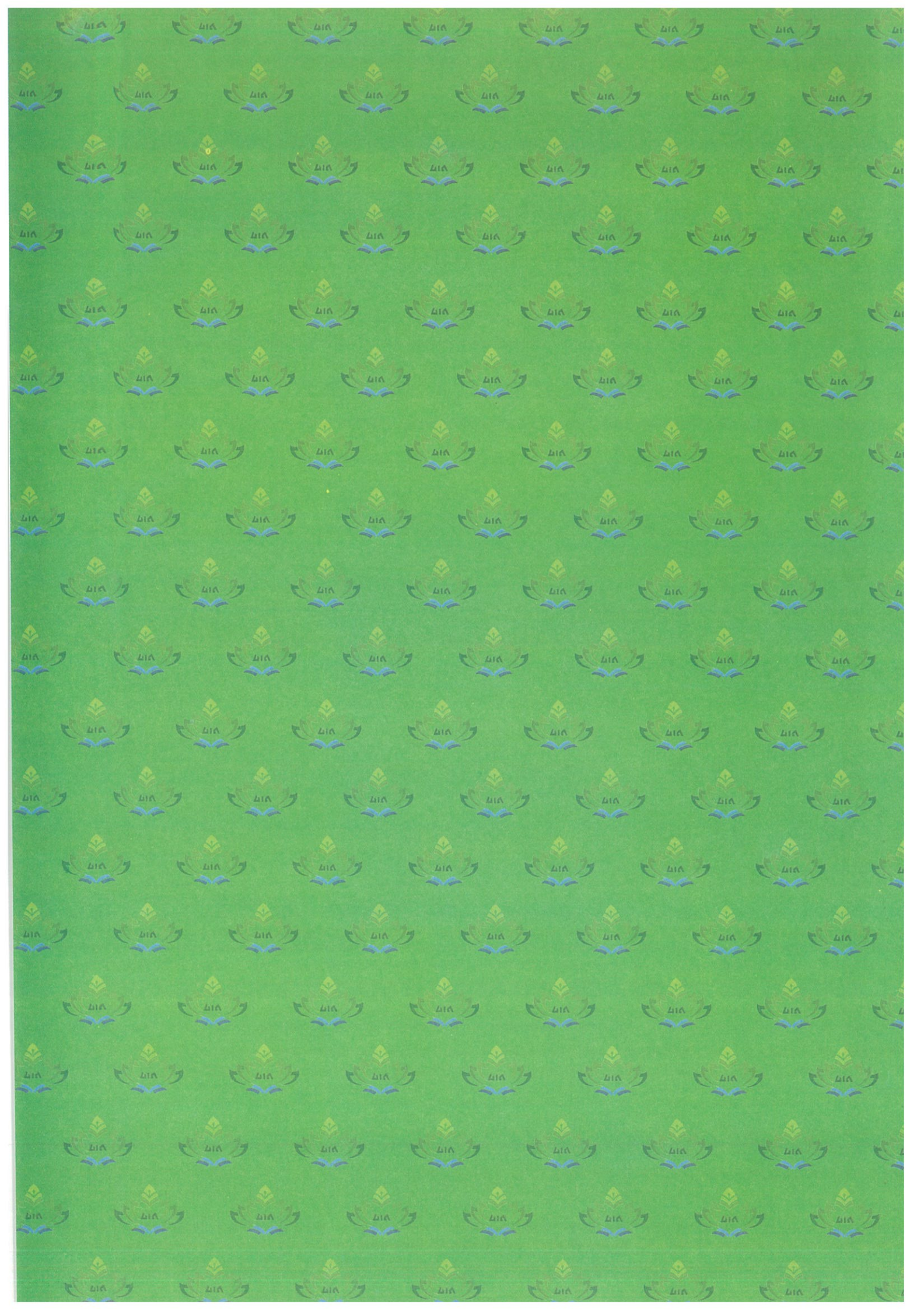
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is the medium for the communication of thought. Language consist of two kinds, Natural and Artificial. One of them is Natural language that consist in all those tones and voices, expressions of countenance and gestures, which convey intellegence from one living being another.<sup>1</sup> It means that people use language to show their ideas, opinions, comments, suggestion, advices, fill in people's wants and needs through oral, written or signal languages everywhere and everytime people do in their daily life.

People think that language is extremely important whenever people think and talk about language. Most people are born with the ability to obtain language automatically and be easily if the right input is provided by their environment. So, if they want to represent their thoughts and feelings to other about all the things in the world they use language. Language is the basic aspect to communicate with world around them and helps themselves in their daily life. One of many languages in the world is English and English is an International language. English used very expansive in the world.

Now in globalization era, people have to master in English as Kusuma states that anything that comes from foreign countries always accompanied

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<sup>1</sup> D. Wright, Albert. *"Elements of English Language, Or Analytical Orthography"* University of Michigan, 1990. New York p. 23

by a description in English although it did not come from the country where the language was used by its people.<sup>2</sup>

English is needed by everyone because English is an international language in connecting people from diverse cultural background of countries in the world. People can communicate with other people by using English and they can get some information also knowledge. People realize about the benefits of mastering English, especially in Indonesia. However, English to be a foreign language beside Bahasa as their first language or their mother tongue but English is the first language which has been taught in formal schools, starting from Elementary School until Universities. In Indonesia, English is learnt as a subject of study rather than as a means of communication.

To be able communicate in English students have to master the basic language skills. As we know that English has four skills that must be mastered. They are Listening, Speaking, Reading and Writing. Actually to master these four skills, students cannot avoid studying Grammar. Grammar is one of the language aspect which is taught to the language learners. It is the basic knowledge and important rules to understanding the English. Students have to master grammar because they cannot communicate using English with correct sentences and acceptable without mastering its grammatical rule, and absolutely Grammar is needed.

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<sup>2</sup> Thea Kusuma, *Buku materi Pokok: Pengelolaan Pengajaran Bahasa Inggris I*, (Jakarta: Universitas Terbuka Jakarta, 1996), p.3



Based on Ur's book, A learner who "Knows grammar" is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language form.<sup>3</sup> Grammar divided into many parts, and one of the most important parts of Grammar to be learnt is tense. Tense is verb that shows the time of action; the present, past or future.<sup>4</sup>

According to Mithcell, tense is a form taken by a verb to indicate the time at when the action or state in viewed as accruing, the quality of verb express by this.<sup>5</sup> The time of the action is commonly indicated by the verb. With tense, students can know when the time action occurs, and understand the correspondence between the form of the verb and their concept of time.

There are many of basic tense in English, one of them is Present continuous tense. Present continuous tense should be understand by the students as a rules in English. Present continuous tense is used to express something happening at the time of speaking. Present continuous tense as a part of grammar rules sometimes make students confused. The effect is that they cannot use and understand about the present continuous tense. And to make students understand about Present Continuous Tense need a process.

In fact, based on the preliminary research data obtained by interviewed the teacher of Eighth grade at SMPN 01 Jati Agung, Mrs Supriantini, students' have difficulties in Present Continuous Tense. One of

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<sup>3</sup> Penny Ur, *Grammar Practice Activities : A Practiical Guide for Teacher*, (Cambridge : Cambridge University Press, 1988), p.2

<sup>4</sup> Oxford Dictionary (New York: Oxford University Press. 2000), p. 445

<sup>5</sup> Sylvie Chalker and Edmund Wemer, *The oxford dictionary of English Grammar* , (New York : Oxford University Press, 1994), p. 395.



problem that make present continuous tense become hard to the students are the students still do not understand the forms and the use of present continuous tense. They often make some mistakes to put the right verb in the sentences of the present continuous tense. It can be described in table

**Table 1.1**  
**Student's Present Continuous Tense Score**  
**at the Eighth Grade of SMPN 01 Jati Agung**

| No                              | Class  | Students' Score |            | Number of Students |
|---------------------------------|--------|-----------------|------------|--------------------|
|                                 |        | <70             | >70        |                    |
| 1                               | VIII A | 18              | 14         | 32                 |
| 2                               | VIII B | 20              | 12         | 32                 |
| 3                               | VIII C | 18              | 14         | 32                 |
| 4                               | VIII D | 18              | 14         | 32                 |
| 5                               | VIII E | 16              | 16         | 32                 |
| 6                               | VIII F | 22              | 10         | 32                 |
| <b>Total Number of Students</b> |        | <b>112</b>      | <b>80</b>  | <b>192</b>         |
| <b>Percentage</b>               |        | <b>59%</b>      | <b>41%</b> | <b>100%</b>        |

*Source: The Data from the English Teacher of SMPN 01 Jati Agung*

From the data above, it can be seen that there are many students get score under the standard score. Standard score or the minimum mastery criteria (KKM) score of English Subject at the school is 70.<sup>6</sup> There are 192 students in all the classes. From the table there were 112 out of 192 students or 59% than those who get scores above the minimum mastery criteria score and 80 students or 41% who get score more than 70. It shows that there are many students still have difficulty in understanding grammar especially in Present continuous tense.

<sup>6</sup> Mrs. Supriantini, *Interview an English Teacher*, SMP 1 Jati Agung, November 3<sup>rd</sup> 2018



Based on the interview with the students, the researcher also found some factors of students' problem in understanding grammar especially in present continuous tense. Some students' think that grammar is most difficult, they still not really understand the forms and the use of present continuous tense so they often make some mistakes in making good sentences and they confused in add-ing form to verb, it is caused of many factors: First, students' grammar understanding is still low. Second, the students did not really pay their attention to the teacher explanation about the lesson. Third, the students felt bored in following teaching learning activities and make them lazy to do assignment.<sup>7</sup>

So, we need strategy to make teaching Present Continuous Tense can be easily. These problems are important to be solved so that students get more comprehension in grammar. To help students solve the problems, we need technique which more interesting in teaching grammar. In teaching tenses, there are many techniques, and one of appropriate technique to master the Present Continuous Tense is by Drilling. In teaching Grammar, there are a lot of drillings and the researcher would like to propose "Substitution Drills".

Substitution Drills require the students to put a vocabulary words or phrase into a sentence, conjugate a verb tense, or otherwise substitute one language part with another. Substitution drillings, in which the teacher uses cue words (word, pictures, number, names, and etc) to get individual

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<sup>7</sup> Aprilia Ayu Sagita, *Interview to the student*, SMP 01 Jati Agung November 3<sup>rd</sup>, 2018



students to mix the examples of the new pattern.<sup>8</sup> There are many types of substitutions drills, and in this case to specify the researcher has chosen single slot substitution drills as the method. Single slot substitution drills was used as a teaching technique is a kind of drills in audio-lingual method.

According to Larsen- Freeman, single slot substitution drills can be easily applied to a grammar orally and directly because Larsen-Freeman states that in single slot substitution drills the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line and its proper place.<sup>9</sup>

In addition, the technique should ease the students to learn the materials. The researcher believed that single slot substitution drills fulfill those requirements. The researcher hoped after the treatment by using single slot substitution drills, the students will try to explore the use of this technique in studying grammar and expect that the result of this study will be useful for both the teacher and readers to improve their ability in teaching, especially in the use of teaching technique.

There are some previous researches that use Single Slot Substitution Drills. Based on previous research by Ridhatul Dewi Fartina from State Islamic University of Syarif Hidayatullah Jakarta in the thesis *Developing Students' Ability of the Simple Present Tense through Substitution Drills (A*

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<sup>8</sup> Richards C. Jack and Theodore S Rodgers, *Approach and methode in language teaching*, (Cambridge: Cambridge University Press, 1986), p.41

<sup>9</sup> Diana Larsen-Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), Second Ed, p.48



classroom action research in the seventh grade of SMPN 6 Depok) shows that Substitutions drills is an effective method to teach grammar so the students has a significant improvement in learning simple present tense.<sup>10</sup>

In the other research, Substitutions drills was used in teaching simple present tense in SMPN 1 Bawang by Kakarizkia Purwito from Semarang State University in the thesis *The Use of Single Slot Substitution Drills to Teach Simple Present Tense for the Seventh Grade Students of SMPN 1 Bawang, Batang in the Academic Year 2010/2011* with the result that Substitution drills is very useful to teach grammar.<sup>11</sup>

According to some previous researches, substitution drills is one of the drills types that can be used in teaching Grammar. Substitution drills is suitable also very useful to teach grammar. So the researcher gave the novelty's research about the using Substitutions drills to teach grammar especially in present continuous tense.

Based on the identification of the problem above, the reasearcher was interested in using Substitution Drills as a strategy in teaching Present Continuous Tense. Therefore, the reasearcher proposes a reasearch entitled was : "The Influence of Using Substitution Drills Toward Students

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<sup>10</sup> Ridhatul Dewi Fartina, *"Developing Students' Ability of The Simple Present Tense Through Substitution Drills"*. (A Classroom Action Research in the Seventh Grade of SMPN 6 Depok, 2011). p. 52

<sup>11</sup> Kakarizkia Purwito, *"The Use of Single Slot Substitution Drills to Teach Simple Present Tense for The Seventh Grade Students of SMPN 1 Bawang, Batang in The Academic Year 2010/2011"*. (Thesis Undergraduate Semarang State University, 2011), p.77



Grammar Mastery in Present Continuous Tense at the Second Semester of the Eighth Grade of SMPN 01 Jati Agung in the Academic Year 2018/2019.

#### **B. The Identification of the Problem**

Based on the background above, the researcher can be identified some problems:

1. The students' not really understand about Present Continuous Tense.
2. They were not enthusiastic with the teaching and learning process about Present Continuous Tense. And it makes students bored.
3. The students often make some mistakes to put the right verb in the making good sentences and they confused in add -ing form to verb of Present Continuous Tense.

#### **C. Limitation of the Problem**

Based on the background of the problems, the research is focused on how significant is the influence of Substitution drills and students grammar mastery in the present continuous tense at the eighth grade of SMPN 01 Jati Agung in the academic year 2018/2019.

#### **D. Formulation of the Problem**

Based on the identification and limitation of the problem, the reasearcher formulated the problem as follows: "Is there any Influence of using Substitution Drills towards students' Grammar mastery in the present continuous tense at the eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019?"



### **E. Objectives of the Study**

According to the Formulation of the problem, the objectives of the study are: to know whether there is an influence of using Substitution Drills towards students' grammar mastery in Present continuous tense at the eighth grade of SMPN 01 Jati Agung in the academic year of 2018/2019.

### **F. Uses of the Research**

The results of this research is expected to be useful for English teacher, it gives alternative solution in teaching Present Continuous Tense so that the goal of learning can be achieved. Next for students, it will give an input to the students so the students more interested in learning Present Continuous Tense and they can improve their ability in Present Continuous Tense.

### **G. Scope of the Research**

#### **a. Subject of the Research**

The subject of the research was the students of the eighth grade of SMPN 01 Jati Agung, Central Lampung in Academic Year of 2018/2019.

#### **b. Object of the Research**

The object of the research was the students' grammar mastery in present continuous tense and the use of Substitution drills.



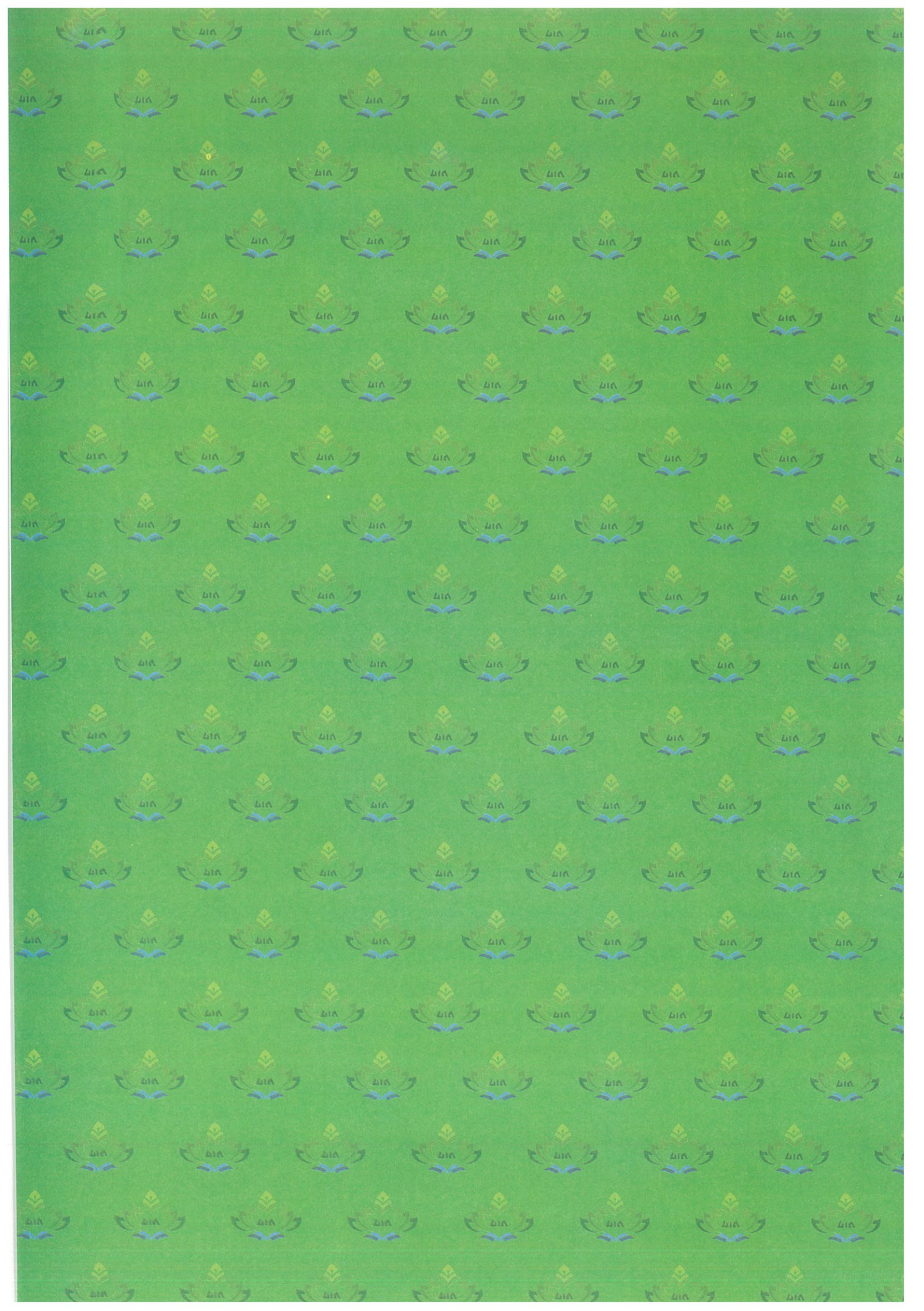
c. Place of the Research

The research conducted at SMPN 01 Jati Agung in Academic Year of 2018/2019.

d. Time of the Research

The research conducted at the second semester of the Eighth Grade of SMPN 01 Jati Agung in the Academic Year of 2018/2019.







## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Frame of Theories

##### 1. Teaching English as Foreign Language

English is an international language used by many people in many countries in the world as a purpose of communication. It has goal of either oral or written communication. People use English for making relationship among people in different countries in the world. It is supported by Broughton, et al, "It also the language of large commercial and industrial organizations".<sup>1</sup> It means that foreign language has been used by many people for communicating in certain occasion, while people who lived in the developed countries are using English as second language for communicating freely.

Teaching English as a foreign language means that English used by the people not as their mother tongue or their native language. In teaching English, the teacher have to teach the four skills, they are Listening, Speaking, Writing and Reading. In other word, teaching English as foreign language and teaching English as a second language are not different. Krashen states that the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language.<sup>2</sup>

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<sup>1</sup> Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, (New York: Roughtledge Ltd, 1980), p. 6.

<sup>2</sup> Bambang Setiyadi, "*Teaching English As A Foreign Language*". Graha Ilmu. Yogyakarta, 2006. P.21



second language is not necessarily different from the way to teach English as a foreign language.<sup>2</sup>

According to Harmer English as a foreign language is generally taken apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country”.<sup>3</sup> The students only have chance to practice English in schools and institutions. English is a subject from Elementary school to the University level. English is learnt as a subject of study rather than as a means of communication.

People learn English depend on the use of language and their needs in the daily life. The Indonesian Government decided English to be taught for the students by the teachers, the teachers and the students must have realize how important learn English in Globalisation era. Most of Indonesian people only learn English in the class. It is very important to people in our country to learn English so that they can communicate using English with other people with the world around them. Therefore, the teacher has to give motivation to the students for creating the best way in teaching in order to make the students are understanding accustomed to speak English and they can use English as a tool communication.

In this case, the teacher should create the learning process or situation which enables the students to learn English well. In teaching English, the teacher should speak English clearly, simple and as often as possible. Based

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<sup>2</sup> Bambang Setiyadi, *“Teaching English As A Foreign Language”*. Graha Ilmu. Yogyakarta, 2006. P.21

<sup>3</sup> Jeremy Harmer. *“How To Teach Writing”*. (England: Longman, 2004), p.39



on Brown states that Teaching means giving instructions, guiding in study of something, providing with knowledge, causing to know or understand”.<sup>4</sup> It means that, the teacher must be able to create an attractive learning by using of the English. If teacher often uses English in the classroom, students are accustomed to listen and to imitate so that it makes them easy to understand the meaning of the words spoken. However, to achieve the goal of teaching English, the teacher should be skilful, creative and innovative and teacher needs media, technique or other facilities which can support them in achieving the goal.

It can be concluded that, teaching English as foreign language is very important because English is international language that have been used by people widely in around the world. Teaching English as foreign language is a process in teaching and learning English in the countries where English is not a primary language to communicate with world around them and they use in their daily life.

## **2. Concept of Grammar**

Grammar is the system of language. People sometimes describe grammar as the rule of language. Actually the word grammar has several meanings and description attempted by linguists. Different experts define the word grammar differently. Harmer explained grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. Since people know the grammar of their

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<sup>4</sup> H. Douglas Brown. “*Principles of Language Learning and Teaching*”, (San Francisco: Longman, 2000), p. 7.



language, they know how to construct sentences or utterances in understandable forms.

Thornbury states that grammar is partly the study of what forms (or structures) are possible in a language.<sup>5</sup> Besides, Leech states that grammar is the mechanism according to which language works when it is used to communicate with other people.<sup>6</sup> Thus, a grammar is a description of the rules that govern how a language's sentences are formed to use in communication.

Based on the definition above, it can be concluded that grammar is the study of how the words are constructed in sentence well and understandable forms. It assumed that not only how language is put together but also tells about the system and pattern in selecting and combining the word into sentence in the language that is used to communicate with other people. Furthermore, grammar must be taught and practiced and should be mastered by the students.

Having known the definition of grammar, it is not hard for us to understand why grammar is very useful and important. By using grammar, people can communicate and understand each other and otherwise, they would never know. Grammar affects the performance in all four skills: listening, speaking, reading, and writing. It can be said that grammar is very

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<sup>5</sup> Scott Thornbury. *"How to Teach Grammar"*, (England: Pearson Education Limited, 1999), p. 3

<sup>6</sup> Geoffrey Leech. *"English Grammar for Toda"*, (Houdmills: Macmillan Education LTD, 1982),



useful in a language and it cannot be separated from its skills, if one can use grammar correctly, he can master all of skills.

It is clear that grammar is very important and useful because grammar is a part of language. Without knowing the Grammar, the students cannot comprehend the essence of the text when the students read. It means that a good grammar will help them in it. Mastering grammar helps the students understand every forms of the type of the sentences when they are reading as well as speaking, listening and writing.

### **3. Concept of Grammar Mastery**

Mastering grammar means mastering the meaning and the function to use them in context. The grammar, it represents our linguistic competence. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized unconscious set of rule that is part of grammar of every language.<sup>7</sup> It means that by mastering the grammar, the students can learn foreign language easily. In the other words, that is grammar mastery is the students' ability to understand the forms of well sentences.

Grammar plays an important role, without mastery of grammar it is impossible to make communication because of language. Maxom says that around the world, there are thousands of languages, each with its language own grammatical system. This means that the students can easily get it

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<sup>7</sup> Victoria Fromkin, Robert Rodman, Nina Hyams, *"An Introduction to Language"* (Massachusetts: Wadsworth, A part of Thomson Corporation), p. 14



wrong when they try to put words together to make a sentence in English.<sup>8</sup> So, grammar is an important part of the language and without mastering grammatical role the students could not make an acceptable sentence to help their communication to the other. The students will get some difficult to show their own word to their partner of speaking so the students should be mastered.

#### 4. Concept of Tense

The word “Tense” derived ultimately from the Latin word “tempus” have meaning “time”. According to Hornby in his book *Guide to pattern and Usage in English* “The word tense stands for a verb form or series of verb forms used to express a time relation. Tense may indicate whether an action, activity, or state in the past, present or future.”<sup>9</sup> In talking about tense, it is not only focused on the time of the situation but discusses about the form of verb. Almost all verbs can show the differences between the present, past and future time by changing in the verb form. It can be defined that the time of the action on state expressed by the verb.

From the explanation above, the researcher concluded that generally English has three tenses. Those are past, present and future tenses. When the situation is described in the present tense it is related as simultaneous with the moment of speaking, the situation described in the past related prior to the moment of speaking and the situation is described in the future it relates

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<sup>8</sup> Michelle MMaxom, *teaching English as a Foreign Language for Dummies* (Chichester: John Wiley and Sons, Ltd, 2009), p.211

<sup>9</sup> A.S Hornby, *Guide to Patterns and Usage in English*, (Low- Priced Edition, 1975), p.78



subsequent to the moment of speaking. And one of them is Present continuous tense, of which the researcher would like to discuss.

**a. Present continuous tense**

Present continuous tense consist of three words; Present, Continuous and Tense which each word has its own meaning ethimologically. Present is period of the time which is happening now not the past or the future. Continuous is without the pause or interruption. Tense is any of the form of a verb that which show the time at which an action happened.<sup>10</sup> From the information above can be conclude that Present continuous tense is any of the form that which show the time that used to express an action or something on period of time which is happening.

The Present continuous tense is formed with a form of be (am, is, are) + the present participle (the infinitive + ing). The Present continuous tense gives the idea that an action in the progress at the present time, and probably will continue. According to Marcella Frank, “ Present continuous tense expresses one action in the present of short duration and long duration, expresses future action and expresses the beginning, progression or end of an action.

In addition, Azar stated, “ Present continuous tense expresses an activity that is in progress at the moment of speaking. It is temporary activity that began in the past, is continuing at present and will probably end

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<sup>10</sup> Cambridge Advance Learner sixth Ed. (New York: Oxford University Press, 2005), pp269 995, 1337)



at some point in the future. The Present continuous tense also called Present Progressive tense is one of the important elements of English language. Some grammarians define Present continuous tense using their own theory. Therefore, there are some theories of it. The first theory is according to Betty Schramper Azar who states that Present continuous tense has two functions:

(1) Present Progressive expresses an activity that is in progress at the moment of speaking. It began in recent past, it is continuing at the present, and will probably end at some point in the future. For example:

- (a) John is Sleeping right now,
- (b) I need an Umbrella because it is raining,
- (c) John and Marry are talking on the phone.

(2) Present progressive often expresses the activity of general nature: something generally in progress this week, this month, this year. For example:

- (a) I am taking five courses this semester,
- (b) John is trying to improve his work habits,
- (c) She is writing another book this year.<sup>11</sup>

Present continuous tense not only expresses the activity of general nature and the activity that is in progress at the moment of speaking, but

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<sup>11</sup> Betty Schramper Azar, *Understanding and Using English Grammar Second Ed.* (New Jersey: Prentice Hall Regents, 1989), p.11



Present continuous tense also expresses future time. Present continuous tense may be used to express future time when the idea of the sentence concerns a planned event or definite intention. A future meaning for present continuous is indicated either by future time words in the sentence or by the context. For example:

(a) My wife has appointment with a Doctor. She is seeing Dr. North next Tuesday.

(b) A : What are you going to do this afternoon?

B : After lunch I am meeting a friend of mine. We are going shopping. Would you like to come along?<sup>12</sup>

In addition Azar explain in her books that the word always is used not only in simple present but also in present continuous. But the usage of Always in simple present tense is different with usage in present continuous. In simple present always is describe habitual or everyday activities. But, in present continuous always is used to complain, such as to express annoyance or anger. For example:<sup>13</sup>

|  |   |
|--|---|
| Marry always leaves for school at 7.45.  | Simple present<br>“always” used to describe habitual  |
| • Marry is always leaving her dirty socks on the floor for me to pick up! Who does she think I am? Her maid? | Present Continuous<br>“as well as always the word forever and constantly are used with present progressive to |

<sup>12</sup> Betty Schampfer Azar, *Understanding and using English Grammar*, p.50

<sup>13</sup> Betty Schampfer Azar, *Understanding and using English Grammar*, p.16



|   |                    |
|---|--------------------|
| <ul style="list-style-type: none"> <li>• I am always/ forever/ constantly picking up Mary's dirty socks!</li> </ul> | express annoyance. |
|---|--------------------|

From the explanation above, present continuous tense is talking about something that is happening at the time of speaking.

#### **b. The Use of Present continuous tense**

Present continuous has a function that can be used to express many expression. Based on Murphy, there are some usage of Present continuous tense. As follows:<sup>14</sup>

- (a) Present continuous tense express something happening at the time of speaking.
  - Be Quiet! The baby is Sleeping.
  - Laura is washing the dishes.
  - Please don't make so much noise. I'm studying.
- (b) Present continuous tense express the activity of general nature: something generally in progress this week, this month and this year, etc.
  - I am taking English course this semester.
  - Tom is not playing football this season. He wants to concentrate on his study.

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<sup>14</sup> Raymond Murphy, *English Grammar in Use*. (Cambridge: Cambridge University, 1985).



(c) Present continuous tense is used to talk about planned event in the future.

- We are probably spending next weekend at home.
- The ship is sailing nextweek.

(d) Present continuous tense to express complain by using always , such as to express annoyance, irritating or anger.

- I am always forgetting people's name.
- You are always interrupting me.

(e) Present continuous tense is use to talk about something that is happening in depeloving or changing situations.

- My condition is getting better right now.
- The population of the world is rising very fast.

(f) The Present continuous tense is also used when talking about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking, study thhis example situation:

Tom and Ann are talking and drinking in a cafe

Tora says : "I'm reading an interesting book at the moment".

I'll lend it to you when I've finished it."

Tom is not reading the book at the time of speaking. He means that he has begun the book and have not finished it yet. He is in the middle of reading it.



### c. The Form of Present continuous tense

Present continuous tense is formed with the present tense of auxiliary verb to be + the present participle (infinitive + ing).<sup>15</sup>

#### 1). Affirmative statement

One of the present continuous forms is affirmative statement and to make an affirmative statement, by using this following formula: S + be (am, is, are) + Present participle (ing-form) + (.....).

|             | Subject           | To be | V1 + ing |
|-------------|-------------------|-------|----------|
| Affirmative | I                 | Am    | Working  |
|             | You<br>We<br>They | Are   | Working  |
|             | She<br>He<br>It   | Is    | Working  |
|             |                   |       |          |

#### 2). Negative statement

To make negative statement, we put not after the auxiliary be + verb + ing.

Formula : S + be + not + Verb + ing

For example:

<sup>15</sup> A.J Thomson and A.V Martinet, *A Practical English Grammar Fourth Ed.* (New York: Oxford University, 1986). p.111



|          | Subject | To be | Not | V1 + ing |
|----------|---------|-------|-----|----------|
| Negative | I       | Am    | Not | Working  |
|          | You     | Are   | Not | Working  |
|          | We      |       |     |          |
|          | They    |       |     |          |
|          | She     | Is    | Not | Working  |
|          | He      |       |     |          |
|          | It      |       |     |          |

Present continuous tense is used only for action and happenings,  
for example:

- They are eating / it is raining etc.

Some verbs for example, know and like are not action verbs.

Incorrect: "I am knowing" or "They are liking" and Correct: "I know"  
or "They like".

The following verbs are not normally used in continuous tense:

- |           |           |
|-----------|-----------|
| - Hate    | - Like    |
| - Know    | - Mean    |
| - Belong  | - Depend  |
| - Love    | - Seem    |
| - Realize | - Believe |
| - Contain | - Prefer  |



- Consist

- Need

### 3). Interrogative

The students can also form Present continuous tense into interrogative sentences, and there are two kinds of interrogative sentences:

#### a. Interrogative Affirmative

Contractive form of be, put before the subject.

Formula :

Be + S + Verb + ing + .....

Examples :

| Interrogative | To be | Subject           | V1 + ing |
|---------------|-------|-------------------|----------|
|               | Am    | I                 | Working? |
|               | Are   | You<br>We<br>They | Working? |
|               | Is    | She<br>He<br>It   | Working? |

#### b. Negative Interrogative

To make a negative, contractive form of be, put before the subject.

Formula :

Contractive form of Be + S + Verb + (.....)



| Be Contraction | Subject         | Verb + ing           |
|----------------|-----------------|----------------------|
| Isn't          | He / She / It   | Sleeping Now?        |
| Aren't         | I               | Writing Now?         |
| Aren't         | You / They / We | Watching Television? |

Something must be noticed concerning with the form of the Present continuous tense that is the process of forming the infinitive form into ing-form. Because each verb has different form, so in adding to infinitive it will undergo different process. There are some way of spelling the Present continuous tense:

1. When a verb ends in a single e, its dropped before ing :

|       |          |
|-------|----------|
| Hope  | Hoping   |
| Date  | Dating   |
| Injue | Injuring |
| Love  | Loving   |

Except after Age and Dye :

|     |        |
|-----|--------|
| Age | Ageing |
| Dye | Dyieng |

And verb ends in ee :

|       |          |
|-------|----------|
| Agree | Agreeing |
| See   | Seeing   |

2. When a verb of one Syllable has one vowel and ends in a single consonant, this consonant is doubled before ing :

|      |          |
|------|----------|
| Stop | Stopping |
| Rob  | Robbing  |
| Run  | Running  |
| Beg  | Begging  |

3. Verb of two or more syllables whose last syllable contains only one vowel and ends in a single consonant double this consonant if the stress falls on the last syllable :

|       |           |
|-------|-----------|
| Admit | Admitting |
| Begin | Beginning |

4. A Final L after a single vowel is however always doubled :

|        |            |
|--------|------------|
| Signal | Signalling |
| Travel | Travelling |

5. Ing can be added to a verb ending y without affecting the spelling of the verb :

|       |          |
|-------|----------|
| Carry | Carrying |
| Enjoy | Enjoying |
| Hurry | Hurrying |

6. But for the infinitive ending with vowel e preceded by vowel I, ie substituted with y, then adding ing :

|     |       |
|-----|-------|
| Die | Dying |
| Lie | Lying |
| Tie | Tying |



## 5. Concept of Substitution Drills

Drills are very important to present the structural patterns, because with drills the students can be understand about the rules of grammar and they can make a new structure, so it can be speech habit for the students. Drills are part of the classroom technique to facilitate the student's production of the structure.<sup>16</sup>

There are many drills in teaching grammar, one of them is Substitution Drills. Substitution drills in linguistics to refer to the process or result of replacing one item by another at a particular place in structure.<sup>17</sup> In language teaching, exercises to improve the ability of learners too carry out a process of item replacement are known as substitution drills.<sup>18</sup> Substitution drills require the students to put a vocabulary words or phrase into a sentence, conjugate a verv tense, or otherwise substitute one language part with another. Substitution drillings, in which the teacher uses cue words (word, pictures, number, names, and etc) to get individual students to mix the examples of the new pattern.<sup>19</sup>

Substitution in linguistics to refer to the processor result of replacing one item by another at a particular place in structure. In language teaching, exercises to improve the ability of learners to carry out a process of item replacement are known as substitution. Any drills in which one word or

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<sup>16</sup> FE R. Dacanay & J. Donald Bowen, *Techniques and procedures in Second Language Teaching*, (Quezon City: Alemar-Phoenix Publishing House, 1985), p.97

<sup>17</sup> David Crystal, *A Dictionary of Linguistics and Phonetics* (Oxford: Blackwell Publishing, 2003), Fifth Ed, p. 444

<sup>18</sup> Ibid

<sup>19</sup> Ibid

phrase in sentence is replaced by another is substitution drills.<sup>20</sup> Based on the definition, substitution drills is the exercise for the students replacing one word or one phrase with the another word or phrase, and put it into the right place in the sentence.

#### a. The kind of Substitutions Drills

The substitution may be supplied orally by the teachers or cued by gestures, pictures, phrase cards, or other devices. Substitution drills have many varieties and types, there are:

##### 1) Single-slot Substitution Drills

Single-slot substitution drills are the easiest to prepare and manipulate. All replacements suggested by the teachers fit the same slot in frame. Single-slot substitution drills is in which the students will repeat a sentences from the dialogue and replace the word or phrase in the sentences with the word or phrase the teacher gives them.<sup>21</sup>

|                   |                                |
|-------------------|--------------------------------|
| The teacher       | : I am going to post office.   |
| The students      | : I am going to post office.   |
| The teacher (cue) | : She                          |
| The students      | : She is going to post office. |

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<sup>20</sup> *Ibid*

<sup>21</sup> Diana Larsen-Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), Second Ed, p.48



## 2) Double Substitution Drills

Double substitution drills are similar to simple substitution drills except that instead of replacing only one item, two somewhat related items are replaced.<sup>22</sup> For example:

|                |  |
|----------------|--|
| Model Sentence | : If i find it/ I'll give it to you    |
| Cue            | : If you want it                       |
| Response       | : If you want it/ I'll give it to you  |
| Cue            | : He'll sell it to you                 |
| Response       | : if you want it/ He'll sell it to you |

## 3) Correlative Substitution Drills

Correlative substitution drills each substitution requires correlative change to be made elsewhere in the model sentence. And in drills the students is given a cue, its use requires a change in other part of the sentence. For example:

|                 |                                |
|-----------------|--------------------------------|
| Prompt :        | Students :                     |
| I was at School | I was at School.               |
| John            | John was at School.            |
| John and Marry  | John and Marry were at school. |

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<sup>22</sup> Deniis Cokely and Charlotte Baker-Shenk, *American Sign Language: A Teacher's Resource Text on Curriculum, Methods, and Evaluation*, (Washington: Gallaudet University Press, 1980), p.92

#### 4) Multiple Substitution Drills

Multiple substitution drills is the teacher gives cue phrases, one at a time, that fit into different slot in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other change, such as subject-verb agreement. Then they say the line, fitting the cue phrase into the line where it belongs.

Example:

|                   |                              |
|-------------------|------------------------------|
| The teacher       | : I am going to post office. |
| The students      | : I am going to post office. |
| The teacher (cue) | : to the park.               |
| The students      | : I am going to the park.    |
| The teacher (cue) | : They                       |
| The students      | : They going to the park.    |

Those kinds of drills are useful to the teacher in improving students' grammar mastery in present continuous tense. In this research the researcher will use Single Slot Substitution Drills technique to improve students' grammar mastery. Single slot substitution drills is gives the students practice in finding appropriate words and filling in the slots to make sentences grammatically correct. Then, in the single slot substitution drills the teacher presents the basic structure that needs to be practiced by the students, a cue word to substitute in a slot is given and the learner is expected to give the new sentence retaining the same pattern.



### **b. Concept of Single Slot Substitutions Drills**

Single slot substitution drills is one kind of drill which is used in audio-lingual method. A substitution drill is a classroom technique used to practice new language. It involves the teacher first cue in a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure. This drill enables students to master grammar since it is done by changing noun, verb, object, or adverb. Moreover, it may replace a word of the model sentence with a pronoun or number, and make some the necessary change.

According to Freeman, in single slot substitution drills the teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line and its proper place.<sup>23</sup> Furthermore, in single slot substitution drills, the teacher says a line from the dialog and then the teacher says another word (known as a "cue"). The students must repeat the line from the dialog, substituting the cue word. The teacher most often would use pictures to help with the meaning of the cue words.

Based on statements above, this drill can be used as an alternative technique in teaching grammar. Single slot substitution drills is to give the students practice in finding appropriate words and filling in the slots to make sentences grammatically correct. Then, in the single slot substitution

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<sup>23</sup> *Loc. Cit.*

drills the teacher presents the basic structure that needs to be practiced by the students, a cue word to substitute in a slot is given and the learner is expected to give the new sentence retaining the same pattern.

**c. Advantages and Disadvantages of Using of Single Slot Substitution Drills**

**1) Advantages**

There are some of advantages of using Single Slot Substitution Drills, as follows:

- a) The circumstance class are more interesting and life because the students are actives in the class.
- b) Single Slot Substitution Drills is easily applied to a grammar orally and directly.
- c) Single Slot Substitution Drills gives students an opportunity to say the lines and the teacher says a word or phrase called the cue. Then the students repeat the line given, substituting the cue into the line in its proper place.
- d) This drill is an economical way of practicing grammar, since it requires little effort of the teacher but quite a lot on the part of the students, especially if the drill is of the variable substitution type



- e) Drilling has wide applicability, in that almost anything can be drilled.<sup>24</sup>

Single Slot Substitution Drill is one of many drills that suitable for teaching grammar because it generally can motivate students in learning English. The drill allows the teacher to attend very closely to the accuracy of student's responses. Single substitution drills help the learner more understand grammar with accuracy practice.

## 2) Disadvantages

There are some of disadvantages of using Single Slot Substitution Drills, as follows:

- 1) For the smart Students this method is bored because the procedure is repeat the sentences and replacing the cue.
- 2) The Teacher explain the material in simple way not detail way.

Based the statement above, the researcher concludes that this method has some advantages and disadvantages that can influences in grammar teaching. But the disadvantages may not be serious if the language teachers realize that they must be creative in providing learning resource and keep monitoring the process of language learning.

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<sup>24</sup> Scott Thornbury. *"How to Teach Grammar"* (England: Pearson Education Limited, 1999), p.97

#### d. Procedure of Teaching Grammar Through Single Slot Substitution Drills

Cokely states that Single slot substitution drills requires both class (C) and individual student (S) response.<sup>25</sup> As such, it is a good way for the teacher to get feedback on individual student performance while still involving the class. The teaching learning processes using this drill are:

Single-slot substitution drills are the easiest to prepare and manipulate. All replacements suggested by the teachers fit the same slot in frame. Single-slot substitution drills is in which the students will repeat a sentences from the dialogue and replace the word or phrase in the sentences with the word or phrase the teacher gives them.

- 1) The teacher gives a sentence as an example to the students.
- 2) The students follow the example from the teacher.
- 3) One item or slot is chosen by the teacher then the teacher gives a signal to change or enter keyword. The teacher should make sure that the cues (the words used to substitute) are clear and unambiguous.
- 4) The students go through a process of replacing or substituting other items in that slot in the appropriate substitutions, e.g.:

The teacher : I am going to post office.

The students : I am going to post office.

The teacher (cue) : She

The students : She is going to post office.

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<sup>25</sup> Cokely 1980, *op. cit.*, p. 1.



- 5) The students make a new sentences but in the same pattern. The last substitution should result in the same sentence that was used to start the drill.

## 6. Concept of Grammar Translation Method

The grammar translation method is a foreign language teaching methodology derived from classical methods (sometimes called traditional) method in teaching Greek and Latin. The method requires that students translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to enable students to read and translate literary master pieces and classics.

Richards and Rodgers sum up the principal characteristics of the Grammar Translation Method:<sup>26</sup>

- a) The goal of foreign language learning through the Grammar Translation Method was to read its literature and also to benefit from the 'mental discipline' and also to benefit from the 'mental discipline' and 'intellectual development' that are the direct results and 'intellectual development' that are the direct results at this point, emphasize that the language could be learnt through its grammar rules, and further, an application of these rules in translation. This in turn automatically leads one to the conclusion

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<sup>26</sup> Jack C. Richards and Theodore S. Rogers. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 1986). p.3

that language learning is nothing but simple memorization of rules and facts.

- b) Reading and writing (which eventually means translation) skills were given the major role to play whereas the speaking skill was paid little or no attention.
- c) Memorization and translation were used as means of learning a language. Words, however, were taught through bilingual word lists.
- d) The sentence as a unit was taken into consideration as a distinguishing part, in this method. The reason was a distinguishing part, in this method. The reason was simply because the grammar was illustrated through the sentence which later on was translated.
- e) Accuracy was emphasized throughout the method and a high standard was demanded.
- f) The mother tongue of the learner was used as a medium of instruction.

And in this method, grammar was taught through a deductive method. Rules were presented and learners were given a chance to study and practice the rules and the practice as we know was dependent more on translation exercises.

- a) Student are given a grammar rule and based on the example they apply the rule by using the new words.
- b) Student' memorizing the rule of grammar.



- c) The teacher asks students to use the rules of grammar to other examples.

**a. Advantages and Disadvantages of Using Grammar Translation Method**

**1) Advantages**

The Grammar Translation Method has been practiced so widely and has survived so long for its main advantages. First, as many schools still have classes with large number of students, GTM with its focus on teacher centeredness is cost-effective and appropriate. Next, its main technique, translation into learner's L1, along with some sort of accuracy in understanding synonyms helps meaning to be clarified and the possibility of any misinterpretation or misunderstanding removed. Further, this method saves a lot of time because via translation from one language into another the meanings, words and phrases of the target language would quickly be explained. So, even teachers who are not fluent in L2 can teach through this method. Finally, teachers are less challenged because the students understand, and will not have any problems in responding the comprehension questions asked in the first language. This helps teachers to understand whether the students have learned what they were taught or not.

## 2) Disadvantages

There have been various disadvantages of the use of the grammar translation method for the teaching of modern languages. Marks provide a few objections:

- a) This method uses a graded grammatical syllabus and learners must gradually accumulate and accurate command of each item in the syllabus. This may be a big disadvantage for learners who want to start using the language straight away.
- b) Learning through exposure, experience and use is preferred nowadays. But grammar translation method uses conscious memorization of grammar rules or vocabulary instead.
- c) In grammar translation method the teacher and the learners speak mainly in their mother tongue. But the last experience shows that the target language should be used as much as possible.
- d) In the grammar translation method the teacher plays a very prominent role and learners interact with the teacher, not with each other. Nowadays it is recommended that learners should make their own discoveries independently. They should be able to co-operate as well.



### **b. Procedure of Teaching Grammar Through Grammar Translation Method**

Even though many new methods have been introduced to this day, the GTM remains a standard methodology for teaching English for some teachers. Prator and Murcia (cited in Brown, 1987: 75) list the major characteristics of the GTM, as follow:<sup>27</sup>

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of list of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are created as exercise in grammatical analysis.
- 7) Often the only drills are exercise in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.
- 9) The focus is on accuracy, and not fluency.

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<sup>27</sup> Prator and Celce-Murcia. *"An overview of language teaching Methods and Approaches"*. (New York: Newbury House, 1979), p.4

The characteristics mentioned above are not a set of procedures of the GTM. Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the GTM. The following procedure of teaching the target language through the GTM is adapted from Larsen-Freeman:<sup>28</sup>

- 1) The class reads a text written in the target language.
- 2) The Student translated the passage from the target language to their mother tongue.
- 3) The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
- 4) Students write out the answers to reading comprehension questions.
- 5) Students translate new words from the target language to their mother tongue.
- 6) Student are given a grammar rule and based on the example they apply the rule by using the new words.
- 7) Student' Memorize vocabulary.
- 8) The teacher asks students to state the grammar rule
- 9) Student's memorizing the rule.
- 10) Errors are corrected by providing the right answers.

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<sup>28</sup> Diana Larsen-Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), Second Ed, p.15-17



## **B. Theoretical Framework**

Grammar is one of the language aspect which is taught to the language learners. It is the basic knowledge and important rules to understanding the English. Students have to master Grammar because they cannot communicate using English with correct sentences and acceptable without mastering its grammatical rule, and absolutely Grammar is needed. In teaching grammar, the teacher needs valuable technique so that students can learn the material easily.

Substitution drills can give advantages in teaching grammar, it cause this technique help the teacher to teach Grammar. Substitution drills is a classroom technique used to practice new language. It involves the teacher first modelling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or change the prompt, and the learners say the new structure.

In this study, the researcher chose eighth grade students of SMPN 01 Jati Agung , South of Lampung as the subject of the study. The researcher did a research in the area of Present continuous tense and used single slot substitution drills as a teaching technique. The researcher wanted to know what extent the single slot substitution drills contributed to the development of the mastery and the positive attitude in using Present continuous tense of the eighth grade students of SMPN 01 Jati Agung in the academic year of 2018/2019.

### C. Hypothesis

Based on the theories and explanation above, the researcher makes the hypothesis as follows:

Ha : There is a significant influence of using Substitutions Drills toward Students' Grammar mastery in Present continuous tense at the second semester of the eighth grade of SMPN 01 Jatiagung in the academic year of 2018/2019.

Ho : There is no significant influence of using Substitutions Drills toward Students' Grammar mastery in Present continuous tense at the second semester of the eighth grade of SMPN 01 Jatiagung in the academic year of 2018/2019



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